

5<sup>th</sup> grade: 2, 45 minute sessions  
Using Your WITS: Strategies to Stop Bullying©  
(By Human Relations Media - modified by Project Hope for RPE purposes. To  
order original curriculum, call Human Relations Media @ 1-800-431-2050)

Session 1: Using Your WITS  
Session 2: Get "WITty"

Objectives:

1. Students will be able to recognize the importance of getting along with others and understand that there is no excuse for bullying or teasing another person.
2. They will learn new skills for confronting bullies while understanding why it's important to help others they see being bullied.
3. Children will learn a simple conflict resolution technique.
4. Students will accept that violence is never an appropriate way to resolve a conflict.

Rationale:

Bullying, whether physical or emotional, is a form of violence. And with 1 in 4 students in the United States bullied every day, now more than ever, responsible adults must help children develop conflict resolution skills in their formative years. From a very young age, it is critical that we teach children that violence is never the acceptable way to solve a problem.

## Session 1: Using Your WITS

### Supplies:

- Using Your WITS - DVD
- Video Review Questions - 3 activities
- Candy - in case they need to be bribed...

### Implement:

DVD: (15 minutes)

- Show "Using Your WITS" DVD.

Discussion: (30 minutes)

- Engage the students in critical thinking discussion.
  - Ask them questions 1-7 on the "General Questions" worksheet.
  - Ask them questions 2, 4, 7, and 6 from "Karl and Matt" worksheet (IN THAT ORDER!).
  - Ask them questions 3, 4, 1, and 2 from "Stacey and Brianna" worksheet (IN THAT ORDER!).

Name: \_\_\_\_\_

**GENERAL QUESTIONS**

1. Why do you think that some kids tease more than others?

---

---

---

2. Why do you think some kids are targets of teasing more than others?

---

---

---

3. Have you ever been teased? How did it feel?

---

---

---

4. Have you ever been bullied? How did it feel?

---

---

---

5. Have you ever been a bully? How did it feel?

---

---

---

6. How would you handle a bully on the playground?

---

---

---

7. What do you think should happen to people who are bullies?

---

---

---

Name: \_\_\_\_\_

**KARL AND MATT**

1. Why do bullies like Karl need to humiliate kids like Matt?

---

---

---

① 2. Why do you think Karl needs to feel in control of others?

---

---

---

3. Why did Karl bully Matt? How did Matt react?

---

---

---

② 4. Did Matt use his WITS? Which strategies did Matt use?

---

---

---

5. Have you ever been treated like Matt?

---

---

---

④ 6. What would you have done in Matt's situation?

---

---

---

③ 7. What else could Matt's friend Nathan have done to help the situation?

---

---

---

Name: \_\_\_\_\_

**STACEY AND BRIANNA**

3 1. Why do some people resent newcomers, or people who are different from themselves? What do you think they are afraid of?

---

---

---

4 2. What would you have done in Stacey's situation?

---

---

---

1 3. How did Brianna and the other girls act toward Stacey?

---

---

---

2 4. What did Sarah do? How did that make Stacey feel?

---

---

---

5. Why did the group of girls treat Stacey that way?

---

---

---

6. Have you ever been treated like Stacey? What could have been done?

---

---

---

7. Did Stacey use her WITS? Which strategies did she use?

---

---

---

## Session 2: Get WITty

### Supplies:

- 4-5 pieces of poster board
- Decorating materials - markers, colored pencils, crayons, etc.

### Implement:

#### Acronym Action: (35 minutes)

- Divide Students into groups and distribute supplies to each group.
- Assign each group an acronym:
  - BRAKE
  - STOP
  - BACK UP
  - SPIN
  - STICK
  - STRUT
  - POINT
  - CHECK
  - KEYS
  - WHAM
  - BLOCK
  - BRICK
  - BRAIN
  - RADAR
  - etc... (if they can think of a better one - GREAT!)
- Tell each group that it is their job to come up with another "witty" way to promote an anti-bullying message to the younger kids at their school. Have each group decorate a poster with their message.

#### Presentations: (10 minutes)

- Have each group present their poster to the rest of the class.
- If possible, get permission to allow the students to hang their posters throughout the school at a later date.